**Grade 4 Module 1 End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | | | | | | | | | | |
|  | **Domain** | | | | | **Standards** | | | | | | | | |
| Question | Operations and Algebraic Thinking | | | Number and Operations in Base-Ten | | 4.OA.3 | | 4.NBT.1 | 4.NBT.2 | | | 4.NBT.3 | | 4.NBT.4 |
| 1 |  | | | 1 2 3 4 | |  | | X |  | | |  | |  |
| 2 |  | | | 1 2 3 4 | |  | |  | X | | |  | | X |
| 3 | 1 2 3 4 | | | 1 2 3 4 | | X | | X | X | | | X | | X |
|  | | |  | | |  |  | | | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Number and Operations in Base-Ten | |  |  | | |
| Total Points |  | | |  | |  |  | | |
| Level | 4 | 4 points | | 4 | 11-12 points |  |  | | |
| 3 | 3 points | | 3 | 8-10 points |  |  | | |
| 2 | 2 points | | 2 | 5-7 points |  |  | | |
| 1 | 1 point | | 1 | 3-4 points |  |  | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Grade 4 Module 1 End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Fourth Grade Module 1: End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Use the four operations with whole numbers to solve problems.  4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  Generalize place value understanding for multi-digit whole numbers.  4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*  4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.  Use place value understanding and properties of operations to perform multi-digit arithmetic.  4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. |